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Among those who oppose the bill, Lord R. Cecil has declared, "That no measure will provide a settlement of the education question which does not afford complete equality of treatment to all forms of religious instruction." Prominent among the opposers are Mr. A. C. Edwards and Mr. Ramsay McDonald. Dr. Macnamara favors, and Sir William Anson has said he will vote for the bill.

On December 3, it was announced that the chances of the success of the bill were threatened by the demand made by the Archbishop of Canterbury for a larger grant for non-rate aided schools than the government is willing to grant.

STANLEY K. HORNBECK.

**Industrial Education.** Practical education in industrial work, domestic economy and agriculture in the secondary schools has received a tremendous impetus in very recent years in response to the general feeling that our educational system does not prepare our young people for practical life. Eleven States now require by law the teaching of agriculture in the common schools and all but six of the remaining States make some provision for agricultural work in the grades. Manual training including domestic economy is taught in the large cities of nearly every State in the Union. Many of the States make special provision for this work.

Industrial education in the sense in which that term is generally used, namely, vocational training, is just now in its beginning in the public schools. Massachusetts led the States in this line when in 1905 at the instigation of Governor Douglass a committee was appointed known as the commission on industrial and technical education of which Carroll D. Wright was president. This commission went over the ground with great care, visiting different parts of the State, holding hearings and taking testimony from a large number of witnesses. The result was the law of 1906, which established a permanent commission on industrial education, empowered cities and towns to establish industrial schools and courses, provided State aid for such schools and gave the commission wide powers of control over them when established. The commission has continued its investigation both at home and abroad and their annual reports are invaluable as a source of information upon the subject. This law was the model for other States. Wisconsin adopted a permissive law in 1907, enabling municipalities to establish industrial and trade schools, and to levy a tax for their support.

In 1908 New York followed with a comprehensive law on the subject and New Jersey appointed a commission on industrial education to go over the whole field with reference to the needs of New Jersey and report to the legislature in 1909.

The New York law gives authority to schools board in cities and to the voters in union free schools to establish and maintain industrial schools for pupils over fourteen years of age or who have completed the elementary school course, and trade schools for pupils over sixteen years who have completed the elementary school course or the industrial school course. An advisory board is provided for such schools consisting of five members representing the local trades, to counsel with the board of education in the conduct of the schools. Liberal State aid is provided, but in return important provisions of supervision are vested in the commissioner of education.

Agricultural education in secondary schools and colleges has likewise made advances along new lines. Minnesota in 1905 provided for the establishment of county schools of agriculture when the voters of the county should so decide. The legislature neglected to make the necessary appropriation to provide State aid and so no action has been taken under this law. Georgia and Alabama have established secondary agricultural schools in districts coinciding with congressional districts. These schools are in active and successful operation. New York approaches the problem in a different way by providing secondary schools of agriculture in connection with existing colleges. A school was thus established in 1906 in connection with St. Lawrence University in St. Lawrence county and another in 1908 at Alfred University in Allegheny county. Another school was provided at Morrisville in Madison county. These are all subordinate to the state college of agriculture at Cornell.

Practical education received constitutional recognition in the New Oklahoma constitution. Section 7 of article 13 requires that "the legislature provide for the teaching of the elements of agriculture, horticulture, stock feeding and domestic science in the common schools of the State." The legislature put this provision in force at once (ch. 3, 1907-08) by establishing a State commission on agriculture and industrial education, composed of ex officio officers, with powers to coöperate with the State board of education in furthering agriculture and industrial education. The law requires that "the elementary principles of agriculture, horticulture, animal husbandry, stock feeding, forestry, building country roads, and domestic science,

including the elements of economics, shall be embraced in the branches taught in the public schools . . . .” These must be as thoroughly taught as are other required branches.

The spirit of this law is intensely practical, however much it may seem to overload the common school courses. Coöperation of all agencies of education is provided in furthering this act.

These movements are simply preliminary to a general adoption of some means of training along industrial and agricultural lines. It seems evident that the subject will have consideration from a number of legislatures in the present session.

JOHN A. LAPP.

**Elections—Identification of Voters.** The personal identification of voters, as provided by a law of New York, for cities containing one million or more inhabitants, passed at the special session of the legislature in 1908 (ch. 521), had its first tryout at the general election in November and it is believed by its friends to be an effective means of determining that the person who offers his vote at the election is the same individual who registered on the day of registration. In the city of New York it was claimed that fully 30,000 votes were usually cast fraudulently by means of repeaters. The results at the last election seem to verify the claim. In nine districts in which a large part of the fraudulent vote was believed to have been cast, the registration decreased in 1908 nearly 11,000 from that of 1906 notwithstanding the natural increase and the fact that the year 1908 was a presidential year.

The law accomplished this end by providing means of identification of the person and of his residence. In addition to the usual questions asked in other cities which require a personal registration, the voters in New York City are asked the exact place of their abode; the number of the floor or room in which they live; and the name of the householder or tenant with whom they live. In addition, columns are provided for the signatures of the voters. They are required to sign their name if they can write, and again on election day they must sign their name opposite their first signature. If the voter can not sign his name, he must answer the question on the identification statement. These relate to his personal and family history, his residence and employment. On election day the voter is asked the same list of questions. If the signatures or the answers do not correspond, the watchers may challenge the voter and the inspectors must challenge him if the watchers